

Expedition Title – Be the Change...

(The title should generate curiosity to know more about the expedition both among the children and educators. It should capture the essence of the expedition.)

Expedition Summary

Struggle for equality and justice brings about a change in social and political structures. In this Learning expedition, children will understand the essence and need for equality by examining various struggles for social, political and economic equality and justice. Students will deepen their understanding by following India's course as she struggled for freedom from the British-how this struggle led to our subsequent status of a sovereign, secular and socialist democratic Indian republic.

Children will go through various learning experiences where they will understand the meaning of key term like equality, justice, diversity and freedom. They will try and make connections between equality and justice and how these elements build a democratic society. During the expedition they will continuously delve on the question – Are we all equal in a democratic nation? What are the main challenges or inequalities that our society or we face today? Why are the children especially girls be it of cities or villages not getting their basic rights and opportunities? What we as citizens can do to make it happen? How can we keep democracy alive and evolving?

Democracy is a living structure. Hence along with rights also are the duties. The duties that we perform as a citizen are the backbones of democracy. Democracy can only be upheld or alive in an active society where there is direct, regular and active participation of the citizens.

Children will observe, examine and delve deep into the study of "Our rights" as enshrined in our constitution with a deeper focus on girl's & children's rights in our present day society. They will experience and study the ground realities of the implementation of the girl's/children's rights both in their context and in a village. KHOJ, the outbound learning expedition, will help our children to observe and interact with the village children already struggling for their rights both at the gender and children's level. They will together design a campaign for their rights in the form of a street play. This will further encourage them to compare the girl's/children's rights as stated in the constitution and the actual implementation of these rights. They will also interact and understand the lives of street children and the challenges that they face in their day to day life. This will also give them experience into what & how we can be active citizens in a democratic society.

Empowered with the study and analysis of the current reality they will build a clear understanding of:

- Why we need governance?
- what is a democratic government?
- What struggles led to the present day democracy?
- How democratic government works – its structure & functions?
- All we all equal because we have a democratic government?
- Active Citizenship – key to an alive and evolving democracy

Along with their rights they will also learn about their duties towards their country. They will learn how to contribute towards democracy by campaigning for girl’s/children’s rights. Children will use various methods to develop and analyze their understanding. This will include case studies, visual images, videos, readings and field visits.

The main ideas that will flow all through the expedition are

- Equality & Justice – the core of democracy
- Are we all equal because we have a democratic government?

Grade level	Timeframe	Date of creation or revision
Grade 7	3 to 4 months	

Principles underlying the Expedition Designing

Designing an expedition is a creative discipline. It demands lot of rigour both at the thinking and doing levels. It involves mapping, making connections, planning, implementation, reviewing and documentation.

The big idea behind designing an expedition is to keep a track of how it evolves with each planning draft –important is to keep working on it. It takes minimum three years for an expedition to be effective and focused. The design framework helps educators to document each draft of the expedition plan and thus provides structure and space to make their thinking and understanding visible to self and others. It sets the context for shared learning and working together.

Some of the designing principles are:

1. Planning is important and not the plan. The idea is to continuously keep reviewing and modifying the plan and not to get stuck with a plan.
2. Planning is not a sequential process. There is lot of back and forth in the planning process. The structure or framework is to assist educators in initial phases of the expedition and thereafter, educators need to restructure it depending on the context, children's need and the flow inside the classroom.
3. Planning is a learning process. It helps us to make our thinking visible, which enables us to review our plans and others to share their thoughts on it. We can review what happened in the expedition vis-a-vis what we had planned, which is an important source of learning.

Big Idea behind the Expedition

(It is the enduring understanding that we would like to develop in students, which will remain with them for the years to come.)

- a. The struggle for equality and justice bring about a change in the social, political and economic order in society.
- b. Equality and justice are the core of a democracy.
- c. Diversity will flourish in a system, which ensures equality and justice. Diversity leads to sustainable development.

Guiding Questions for the Expedition

(Guiding questions are generated from the big idea. They give direction, focus and set the boundary for the expedition. We should not have more than 2/3 guiding questions. Projects, case studies, research, activities, etc. in the expedition should help us in figuring out the guiding questions.)

1. Why we need government?
2. What all struggles led to the present democratic structure in our society?
3. What is democracy?
4. Are we all equal because we have a democratic government?
5. What can I do to ensure equality and justice for girls/children in my society/around me?

Focus of the Expedition

(Subjects, specific concepts and understanding, skills and values to be addressed in the expedition)

Subjects	Concepts/Understanding	Skills	Values
Science	Desert as a habitat <ul style="list-style-type: none"> • Flora & Fauna • Sandunes • Camels 	Observation	Endurance
Social science	1. Government – State & Local <ol style="list-style-type: none"> a. Structure & its functions 2. Democracy <ul style="list-style-type: none"> • Where • What • How • Who's responsible? 	Observation, Asking questions & conducting inquiry, Making connections	Respecting my & other's freedom to be different, equal and get justice Active Citizenship

	<p>3. Equality & Justice</p> <ul style="list-style-type: none"> • Stuggles • Diversity, Equality & Justice • Current Reality – gender, caste & economic disparities <p>4. Are we all equal because we have a democratic government?</p> <p style="padding-left: 20px;">a. Girl's/Childrens Rights</p> <p>5. Designing a campaign</p>		
Language	<p>Reading comprehension of relevant texts using different reading strategies.</p> <p>Writing</p> <p>Draw evidence from these texts to support analysis, reflection, and research and present it in the required format.</p>	<p>Process Skill - Designing and Asking questions</p> <p>Craftsmanship Skill - Systems Thinking</p>	<p>Respecting other's perspective even if I disagree with him/her</p>
Art & Craft	<p>Visual Art</p> <ul style="list-style-type: none"> • Theatre Presentation <p>Handicraft</p> <ul style="list-style-type: none"> • Making cling bags with local embroidery 	<p>Campaign – Street Play</p>	
Craftsmanship	<p>Self-critique, peer review and review by experts</p>	<p>Critiquing and feedback</p>	<p>Excellence</p>

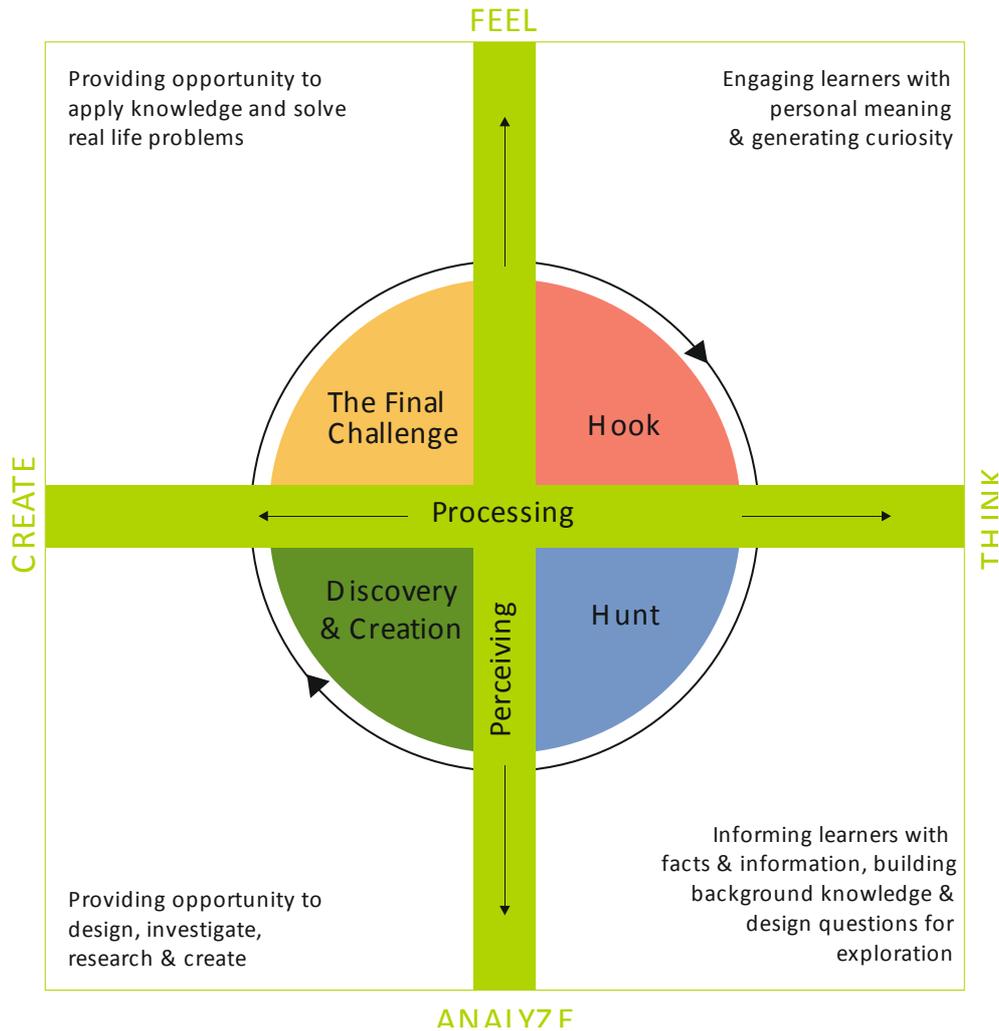
The Learning Targets

Learning Targets to be addressed in the Expedition are (to be finalised with teachers)

Subjects	Learning Targets
Social Science	<ul style="list-style-type: none"> • I can describe the role of Democracy in bringing about equality in a society. • I can evaluate the role of gender in society. • I can explain the working of the Indian democratic government with reference to its institutions and processes. • I can evaluate the implementation of democratic processes in society around me.
Reading	<ul style="list-style-type: none"> • I can use comprehension strategies to understand a text. • I can use close reading strategies to extract the required information from the given text.
Writing	<ul style="list-style-type: none"> • I can raise relevant questions to obtain answers that help me understand the subject deeper and raise concerns about equality and justice. • I can use persuasive style of writing to <ul style="list-style-type: none"> ○ Write an opinion piece using accurate and well-researched facts and arguments
Speaking	<ul style="list-style-type: none"> • I can present my understanding of the local and state governance in a confident, articulate and organized manner adhering to the prescribed format.
Visual and performing arts	<ul style="list-style-type: none"> • I can use theatre (street play) as a medium to campaign for Child's Rights.
Craftsmanship	<ul style="list-style-type: none"> • I can observe and infer how elements within a system change over time, generating patterns and trends. • I can identify and explain the circular nature of complex cause and effect relationships.
Character and culture	<ul style="list-style-type: none"> • I can seek and give constructive feedback to improve my work as well as that of others. • I can help my crew members keeping in mind my areas of strength. • I can focus on the task at hand.

	<ul style="list-style-type: none"> • I can be inclusive by giving all my crew members equal opportunity to participate. • I can demonstrate respect by listening attentively to the person who is speaking.
<p>Process Skills</p>	<ul style="list-style-type: none"> • I can raise critical questions that probe, and facilitate deeper analysis. • I can raise questions that show a concern for justice and equality, and for the society around me.

The Expedition Design Framework



The Hook

A compelling experience from the local context of the child that engages and sparks curiosity in children for the exploration.

The Hunt (Building Background Knowledge)

Critical discussions that let the child seek out important facts, knowledge and more importantly the questions that she wants to inquire further. It is about building the background knowledge for the expedition.

Projects (Discovery & Creation)

Hands on exploratory projects with opportunities to design, investigate, research & create in the local context of the child that will build the required understanding and skills.

The Final Challenge

An integrated experience that lets the child apply the new found knowledge and understanding to real life problem solving or creation.

The Hook

(As the name itself suggests, the 'hook' should be able to create the curiosity and excitement in children for the expedition. The idea is to prepare children for the expedition. The hook should be crisp and engaging for the students. It is imperative that educators have the desired inquiry questions in mind while they design the hook. Often a hook, which by itself is extremely exciting and engaging, can be fruitless if it doesn't lead the children to the desired questions of inquiry and exploration.)

The hook will focus on

Sports class – an unjust game of soccer based on physical features. Another variant – change the rules of the game in a way that everybody gets equal opportunity

Reflection on

- Why we need rules? Why we need governance?
- How diversity and equal opportunities lead to better process/outcomes?
- How equal opportunities lead to just and fair game for all?

Building Background Knowledge (BBK)

(Building Background Knowledge is a protocol through which students become interested to explore the different topics of the expedition, build background knowledge and use this background knowledge to become better and more informed about the expedition. The design of the BBK enables students to quickly engage with the topic and raise questions to further deepen their understanding. The hunt should be short and focused and should help in expanding students' perspective of the big idea by exposing them to diverse aspects, views and theories behind the expedition. This model of building background knowledge adapts easily to content in many disciplines and the design of the workshop ensures that all students read, think and contribute. It is particularly useful in introducing the expedition because it fosters curiosity.)

BBK Design

1. Mystery piece – Pictures of human suffering rendered by fellow human beings because of inequalities in our world. Focus on the cause of suffering...
2. Silent Gallery should be on –struggles for equality & justice in the world – mainly India's struggle for democracy. Some of the inequalities that exist even today...
3. Common text – Preamble of Indian Constitution or a case study on one of the recent struggle for justice and equality –struggle by tribals to save their forest rights
4. Expert text on – Personal contribution of people for the struggle for equality & justice. – Satyagrah by M.K. Gandhi etc.
Satyamev Jayate – Episode on the inequalities that are still prevalent in our society. The biases against girls or certain castes.
5. Finalizing the questions of inquiry

The Launch of the Expedition

Tasks	How
What is the plan for the launch?	Share the expedition overview with children and parents
What we need to communicate to children? How?	Expedition overview and the flow
What we need to communicate to parents? How?	Expedition overview and the flow
Who is responsible for what?	

Projects (Discovery & Creation)

(It consist of hands on exploratory projects with opportunities to design, investigate, research and create. This is where students do their core inquiry and creation. The aim is to find answers through investigations, experiments, tinkering, research etc. Ideally the students should have a balance of working individually and in groups. Emphasis should be on creating authentic, original and quality work whether it is creating an end product or while working on presenting their findings. For an expedition, we can have 2 to 3 projects depending upon the key concepts and skills that we aim to develop. Each project will have a case study that helps children in building the conceptual understanding of the big idea and key concepts behind the project and making connections across ideas/concepts. The idea is to build a real and engaging context for the project. It also makes the learning targets realistic and tangible.)

Project One

<p>Project Title Equality & Justice –the core of democracy</p> <ul style="list-style-type: none"> • Understand democracy • How does the constitution guarantee equality? • Understanding gender equality 	<p>Big Ideas/Broader concepts</p> <ol style="list-style-type: none"> 1. What has led to the present democratic structure in our society? 2. What is democracy? 3. The idea of active citizenship
<p>Key Steps</p> <ol style="list-style-type: none"> 1. What all struggles led to the present day democratic structure? 2. How these struggles continue even today? 3. Key features of a democratic society <ul style="list-style-type: none"> ○ Adult franchise ○ Collective decision making ○ Conflict resolution ○ Active participation 4. Our Fundamental rights & duties 5. How democracy is a living structure and needs our continuous participation to sustain & work effectively 6. Active Citizenship 	<p>Skills to be developed</p> <ol style="list-style-type: none"> 1. Observation skills 2. Reading for comprehension 3. Writing 4. Inquiry
<p>Learning targets to be addressed</p> <ul style="list-style-type: none"> • I can describe the role of Democracy in bringing about equality in a society. • I can evaluate the role of gender in society. • I can explain the working of the Indian democratic government with reference to its institutions and processes. • I can read, comprehend and analyse information from multiple sources. 	

<ul style="list-style-type: none"> • I can observe and infer how elements within a system change over time, generating patterns and trends. • I can identify and explain the circular nature of complex cause and effect relationships. • I can raise critical questions that probe, and facilitate deeper analysis. • I can raise questions that show a concern for justice and equality, and for the society around me. 	
<p>Case study/Documentaries <i>(For setting the conceptual context for the project)</i></p> <ol style="list-style-type: none"> 1. Events leading to our present democratic structure 2. How Active citizens act and take responsibility? - Stories of people who are fighting & upholding our right to equality & justice even today. 3. Why democracy? 4. Fundamental Rights and duties 	<p>Citybound To conduct the Children’s Rights Survey in Gurgaon for Parents</p>
<p>Experts</p> <ol style="list-style-type: none"> 1. Social activists 	<p>Final product/performance and the audience <i>(What skills & knowledge will students need to complete this product/performance?)</i></p> <p>Mapping the journey towards our present day democratic structure – a timeline?</p> <p>A discussion/presentation by crews... How democratic is my class? What structures and processes makes it democratic? And what limits the democracy in my classroom?</p> <p>Audience:</p>
<p>Assessment</p> <ul style="list-style-type: none"> • Formative Assessment 	<p>Service</p>

Project Two

Project Title How does a democratic government work?	Big Ideas/Broader concepts <ol style="list-style-type: none"> 1. What is democracy? 2. Functioning of the State Government – Legislative and Executive
Key Steps State/local Governance <ul style="list-style-type: none"> • Constitution: it's formation • Preamble • Structure and functioning of the State government in its Legislative, Executive and Judiciary capacity • Meeting the local panchayat in a village • Understanding the structure of governance in your own locality/city 	Skills to be developed <ol style="list-style-type: none"> 1. Observation skills 2. Inquiry 3. Reading for comprehension 4. Writing 5. Making a flow chart
Learning targets to be addressed <ul style="list-style-type: none"> • I can explain the working of the Indian democratic government with reference to its institutions and processes. • I can evaluate the implementation of democratic processes in society around me. • I can raise critical questions that probe, and facilitate deeper analysis. 	
Case study (<i>For setting the conceptual context for the project</i>) <ul style="list-style-type: none"> • The role and structure of state/local government in the Indian constitution 	Citybound <ol style="list-style-type: none"> 1. Visit to the Parliament in session/Parliament Museum 2. Visiting the local panchayat (At Bikaner - During KHOJ). <ul style="list-style-type: none"> •
Experts <ul style="list-style-type: none"> • Mrs Leila Seth to talk about her book on the Preamble 	Final product/performance and the audience (<i>What skills & knowledge will students need to complete this product/performance?</i>) <p>Flow Chart of the government – its structure & working Also map the structure of the democracy in your locality/RWA/councilor and municipal corporation Audience:</p>

Assessment <ul style="list-style-type: none">• Formative Assessment• Summative Assessment	Service
---	----------------

Project Three

<p>Project Title The Quest for Equality and Justice</p>	<p>Big Ideas/Broader concepts</p> <ol style="list-style-type: none"> 1. Struggles for equality 2. Are we all equal because we have a democratic government? 3. What can I do to ensure equality and justice for children in my society/around me?
<p>Key Steps</p> <ul style="list-style-type: none"> • Are we all equal – Gender, Caste & Economic inequalities • Children’s Rights as stated in the Constitution • Our present day struggles for equality • Active Citizenship – democracy a living institution – <p>My contribution towards my democratic government....</p> <ol style="list-style-type: none"> 1. Is a bias or disparity between girls & boys in Gurgaon – Children will pull out incidences from there daily life to support the dicussion. 2. Children will also conduct a survey on children’s right – Are they getting all their 12 right in Gurgaon (same will be done by village children) 3. They will share the data of the survey with the village children. 4. Discuss & pen down the rights that both city & village kids are not getting. 5. Stage a street play to campaign for Girl’s/Children’s the rights 6. Understanding the lives of street children and the challenges that they face... 	<p>Skills to be developed</p> <ol style="list-style-type: none"> 1. Making connection 2. Drawing inference 3. Presentation 4. Working in crews
<p>Learning targets to be addressed</p> <ul style="list-style-type: none"> • I can draw out the gender constructions that exist in a desert village community through a field study. • I can explain the working of the Indian democratic government with reference to its institutions and processes. • I can evaluate the implementation of democratic processes in society around me. 	

<ul style="list-style-type: none"> • I can raise critical questions that probe, and facilitate deeper analysis. • I can use persuasive style of writing to write an opinion piece using accurate and well-researched facts and arguments. 	
<p>Case study (<i>For setting the conceptual context for the project</i>)</p> <ul style="list-style-type: none"> • Gender Bias in my society • Children’s Rights 	<p>Outbound visit</p> <ul style="list-style-type: none"> • Desert KHOJ in Bikaner • URMUL , the NGO associated with Children’s rights
<p>Experts</p> <p>1. The students will interact with experts (NGOs), field guides throughout the expedition.</p>	<p>Final product/performance and the audience (<i>What skills & knowledge will students need to complete this product/performance?</i>)</p> <ul style="list-style-type: none"> • Campaign for Girl’s/Children’s Rights. <p>Audience:</p> <ul style="list-style-type: none"> • Village panchayat • Local parent at Gurgaon
<p>Assessment</p> <ul style="list-style-type: none"> • Formative on-demand task sheet at the end of each topic • Opinion Writing • Critical Analysis of Current Reality and Children’s Rights as stipulated in the Constitution 	<p>Service</p> <p>The students will associate with a NGO and campaign for Girl’s/Children’s Rights</p>

The Final Challenge

(The final challenge should provide an opportunity to children to apply their new found knowledge and understanding in solving real life problems or creating new possibilities leading to performances of understanding.)

Doing a campaign against bullying in the school

The Expedition Culmination

Tasks	
How are we planning to culminate the expedition?	Gallery walk
What do we want to communicate to the school, parents community and the society at large?	Learning and experinces of children
Who all will be part of the culmination? (Audience)	Parents and community members
Who all we want to acknowledge and appreciate?	All the experts and NGOs
Who is responsible for what?	
When? (Timeline)	

Expedition Planning Grid

Months	Week 1	Week 2	Week 3	Week 4

“It’s not the plan that is important, it’s the planning.”

Dr. Gramme Edwards